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ABSTRACT

This guide provides an outline of the policies, procedures, responsibilities, and functions of Georgia agencies and individuals participating in laboratory experiences for teacher education students. In Unit I, the policies of the Georgia Board of Education relating to laboratory experiences are presented. Criteria are listed for: professional laboratory experiences; selection of professional laboratory centers; selection of supervising teachers; and the preparation of supervising teachers. Policies regarding the roles and responsibilities of professional laboratory participants and other services are also presented in this unit. The second unit defines the roles and responsibilities of the Georgia Board of Education, college faculty, and public school personnel in professional laboratory experiences. Procedural steps in initiating laboratory experiences are outlined in Unit III: selection of sites; placement of students; and cooperative evaluation. Appendices contain a glossary, a sample agreement between state agencies (a county board of education and a state college), and a list of Georgia teacher education institutions. (FG)

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Professional Laboratory Experiences

In Georgia Teacher Education

October 1980

**Teacher Education and Staff Development Unit
Office of Planning and Evaluation
Georgia Department of Education
State Office Building
Atlanta, Georgia 30334
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State Superintendent of Schools**

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Foreword

A close relationship among the Georgia Department of Education, teacher education institutions and public school systems in developing and implementing teacher education programs has existed for many years.

The Georgia Department of Education cooperates with colleges, schools and professional organizations related to teacher education in planning, implementing and evaluating professional laboratory programs. This guide will aid these groups in continuing to prepare well-qualified teachers. Appreciation is expressed to all persons — public school, higher education and state department personnel — who helped in its development.

A Guide to Professional Laboratory Experiences is recommended by the Georgia Teacher Education Council. It will be evaluated periodically and revised to reflect current needs and thinking in the area of professional laboratory experiences.

Charles McDaniel
State Superintendent of Schools

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Introduction

This guide will give direction to professional educators involved in preparing students to teach. It outlines the policies, procedures, responsibilities and functions of participating agencies and individuals engaged in teacher education programs. The guide will be distributed to all appropriate public schools, higher education agencies and Georgia Department of Education personnel and will be available to other interested persons.

Georgia's commitment to improving teacher education and teaching through performance-based certification has called for a reexamination of policies and procedures in preparing students to teach. Quality teacher education implies sequential professional laboratory experiences which insure ample opportunity for student teachers to develop skills and competencies in teaching. These skills can be best attained and demonstrated through working with pupils in classroom settings.

Along with the need to insure adequate performance by teacher education students is the need for teacher education institutions to be able to offer adequate, appropriate and diverse laboratory experiences. This guide is intended to help them in that area. It gives guidelines for unified standards while encouraging initiative to create alternative approaches.

Unit I

Organizational Structure for Laboratory Experiences in Georgia

Policies of the Georgia Board of Education

Since its beginning in 1893, the Georgia Department of Education has served as the central service agency for the development and improvement of teacher education in the state. It has been responsible for coordinating the combined efforts of schools and colleges.

Georgia provides for certifying all professional employees of the public schools. In February 1948, the Georgia Board of Education adopted the four year professional teacher's certificate as the standard credential. The policy went into effect in 1950. Beginning in 1980, initial certification was based on multiple criteria encompassing performance-based certification.

On September 1, 1950, student teaching was required of all beginning teachers for the professional certificate. Since that time, student teaching has been required as a significant phase of professional education in Georgia.

Georgia was one of the first states to develop standards for student teaching. These standards were developed by the Georgia Advisory Council on Teacher Education and subsequently adopted by the Georgia Board of Education as policies. These policies include standards for professional laboratory experiences, selection of school centers, selection of supervising teachers, in-service education of supervising teachers, a plan for certification and a plan for payment of honoraria for supervising teachers in the public school systems.

Criteria for Professional Laboratory Experiences

Teacher preparation institutions should provide students with access to learners in educational settings throughout the entire program of professional study. Access should begin as early in the student's program as possible and encompass a carefully planned sequence of laboratory experiences. Theories, knowledge and skills developed during course work may thus be fused into more meaningful interpretation. The criteria for pre-student teaching professional laboratory experiences are being met in greater degree during the experiences provided in the initial stages of teacher education programs. For the undergraduate program, the extended in-depth experiences should occur toward the end of the professional studies.

Pre-Student Teaching Criteria

Pre-student teaching laboratory experiences should be a portion of the coordinated professional development of the prospective teacher. Experiences should be supervised by those qualified to relate them to the professional education component.

Provision should be made for the teacher education student to identify, observe, analyze and study pupil growth and developmental patterns and behavioral characteristics at varying stages of maturation.

Opportunities should be provided for observation of differing teaching styles and varying methodologies both in and out of the student's area of specialization. These opportunities may be provided through simulation as well as through direct experiences.

Opportunities should be provided for participation in limited planning, conducting and evaluating of pupil learning experiences. An orientation of the teacher education student to nonteaching, school-related activities (e.g., club sponsorship, lunchroom duty, faculty meeting) should be provided. The teacher education student should, under supervision, become involved in and begin to study the function and relationship of the teacher to all other people involved in the school program (teacher-teacher, teacher-pupil, teacher-parent, teacher-paraprofessional, teacher-community agency).

During the past decade, the concept of professional laboratory experiences has been expanded from student teaching alone to that of a series of field experiences occurring throughout the teacher education program.

In-depth Laboratory Experiences Criteria (Student Teaching, Practicum, Internship)

The teacher education student should be guided to encounter and analyze classroom teaching and translate theories into practice. Opportunity should be provided for the teacher education student to develop competencies in the use of various instructional resources, techniques and methodologies.

The teacher education student should be directed and assisted in examining the stated curricula of the school as demonstrated in the experiences provided for the pupils; how curricular changes occur and how the curricula relate to the pupils and the community. Provisions should be made for the teacher education student to become aware of the larger community in which the school is located.

A field experience of sufficient duration to warrant the equivalent of a full course load for one quarter should be provided (dependent upon the institution's program). The student's uninterrupted efforts will be devoted to the professional laboratory activities in a school situation. During the assignment, the student must be carefully supervised at regular intervals by both college and school personnel to insure maximum benefit to the student.

The in-depth, full course load laboratory experience should provide the college with reliable information upon which to verify student program completion.

Professional laboratory experiences should occur in schools and agencies offering optimum opportunities for students to study learners and the learning process.

All of the professional laboratory experiences leading to program completion should be sequenced to provide careful guidance and movement of the student from the role of the observer to the point of competence in planning, developing, implementing and evaluating the instructional program in which the student is assigned.

The in-depth laboratory experiences must occur within the student's proposed level and field of teaching and be specifically designed to meet the objectives of the college's approved program.

Advanced Study Criteria

The graduate professional laboratory experiences for initial preparation for teaching must include the essentials of the undergraduate professional laboratory experience.

To help the student acquire the skills necessary for translating new knowledge into improved practice, approximately 25 percent of fifth and sixth year programs must include a field-based laboratory component. Field-based does not necessarily mean campus courses taught in the field, but rather those phases of the program designed to help the student translate new knowledge and understandings into improved performance in a school setting.

Criteria for Selection of Professional Laboratory Centers

The quality of professional laboratory experiences depends upon many complex factors. Personnel of various agencies concerned with professional laboratory experiences need to work effectively for similar goals, discharge their specific responsibilities, understand the roles they play and communicate with each other. Colleges and school personnel have a mutual responsibility in the selection of centers. Educational centers need to collaborate on roles and responsibilities. A center collaborating with colleges should

be exemplary of the policies, philosophy and objectives necessary to achieve the optimum goals of the teacher education institution.

assume an active role in teacher education as a legitimate part of its public and professional obligation.

have a staff dedicated to improving the teaching profession.

continuously promote curriculum development and instructional improvement to ensure a vital program.

encourage research, experimentation and innovation in education.

organize and promote staff development activities for supervising teachers.

meet Georgia state school standards.

Centers should have a professional library of reference materials and periodicals pertinent to the needs of teachers.

Criteria for Selection of Supervising Teachers

Teachers selected to participate as supervising teachers must be chosen on an individual basis. The necessary qualification of supervising teachers should be clearly defined by school and college staffs. In addition, classroom teachers should be willing to participate in special preparation for supervision of teacher education students.

The qualifications for initial selection must include

a renewable or life teaching certificate.

two years of successful teaching experience in the field of preparation.

commitment to or completion of a Supervising Teacher Services program.

willingness to work with teacher education students.

desire to work with school and college officials in planning and implementing the appropriate professional laboratory experiences.

good working relationships with pupils, community, school and college personnel.

demonstrated performance as a superior teacher.

Through continuous staff development the supervising teacher should be able to develop competencies for supervising professional laboratory experiences.

Criteria for Preparation of Supervising Teachers

The purpose of the Supervising Teacher Services preparation program is to provide the profession with teachers who have demonstrated understanding of the skills and knowledge required for effective supervision of student teaching and other professional laboratory experiences.

Procedures for Program Development

Planning a program for the professional preparation of supervising teachers should involve the cooperative efforts of the sponsoring teacher education institution, the school personnel and the Georgia Department of Education.

A teacher education institution, in establishing a program for the preparation of supervising teachers, should develop clearly stated supervising teacher competencies and outline specific procedures for developing and evaluating these competencies. A program for the preparation of supervising teachers should provide time for professional study that would satisfy the requirement of a minimum of 10 hours of college credit or 10 staff development units (SDUs) conducted by college personnel through contractual arrangements with the college.

Program Design

The program for the preparation of supervising teachers should include professional experiences which will provide opportunity for the participants to

clarify their concepts of the roles of the various participants in the student teaching program.

develop knowledge of the problems involved in the successful orientation of the student teacher to the student teaching experience.

acquire the supervisory skills necessary to help the student teacher identify his or her strengths and weaknesses and to evaluate personal progress.

understand the importance of helping the student teacher recognize that the application of the principles of human growth and development is basic to effective teaching.

help the student understand the contributions that effective school organizations can make to an instructional program.

define ways and means for helping the student teacher see more clearly the purpose of education in this society.

define ways and means of helping the student teacher understand the importance of technical and routine activities in an instructional program.

help the student teacher mature into a teacher with high standards of professional ethics.

develop increased skills in communication and human relations.

identify weaknesses in their supervisory competencies and be introduced to resources that could alleviate such weaknesses.

become knowledgeable about the development of staff development plans at the building and system levels.

develop the expertise to collect data necessary for completion of the student teacher's degree program.

demonstrate supervisory competency in an internship.

Staff for the Preparation of Supervising Teachers

A program should be under the direction of a person well qualified by experience and preparation and aided by a competent staff in sufficient number to ensure adequate instruction for the size of the group receiving preparation.

Staff members involved in the preparation of supervising teachers shall possess
a master's degree in education.

two years of teaching experience in a teacher preparation program.

one year of experience in working with student teaching.

two years of classroom teaching experience at the elementary or secondary level.

demonstrated proficiency with data collection materials.

completion of an STS program or experience with STS program development.

Agreements Between Agencies

It is recommended that a written agreement be developed and signed by representatives of each agency involved in professional laboratory experiences. This agreement should specify the roles and responsibilities of each party. (See Appendix B for a sample agreement.)

Professional Laboratory Participant Policies

Responsibilities

Pre-Student Teaching Laboratory Experiences

A college student in a teacher education program may be assigned to specific teachers and specific school situations for professional laboratory experiences upon the request of the designated college representative and with the approval of the appropriate school authority. The students may assist administrators, teachers and pupils in various activities. They may assume only those responsibilities which the school staff and college representatives agree should be delegated to them. These experiences are to be mutually planned by the parties involved to ensure appropriate activities for teacher education students.

Student Teaching Laboratory Experiences

At all times other than during the time stated below, the student teacher will function under the conditions described in the pre-student teaching laboratory experiences.

In the absence of the supervising teacher, the student teacher can be allowed to assume the responsibilities of the supervising teacher in accordance with local school system policies, rules and regulations and at such times as agreed upon in writing by the college supervisor, supervising teacher, school administrator and the student.

This policy is written with the understanding that it will be implemented on an individual basis and is not intended to imply that every student teacher will be given this responsibility.

Graduate Student Professional Laboratory Experiences

Full time graduate students will follow the same policies and procedures as described for pre-student teaching and student teaching experiences.

Professional laboratory experiences for in-service graduate students will be mutually developed by the appropriate college and school representatives.

Liability

Prior to professional laboratory experiences placement, students must provide evidence of having adequate tort liability insurance or waive such coverage in writing.

Use as a Substitute Teacher

The student teacher shall not be used as a substitute teacher other than the time prescribed in the agreement outlined under student teaching responsibilities and then only in the classroom of the person designated as the supervising teacher. No remuneration shall be provided when the student teacher serves in this capacity.

Eligibility for Employment

A student teacher shall be eligible for employment only upon completion of all degree requirements.

Private Schools, Military Installations, State Institutions and Out-of-State Placements

Pre-student teaching professional laboratory experiences may take place in various public and private educational settings under the supervision of a certified teacher or other designated authority. Student teachers shall not be placed in private schools, military installations, state institutions and out-of-state placements unless there is not a suitable placement in the Georgia public schools. If one of these placements is necessary, then the school must be accredited by a regional accreditation association and the supervising teacher must meet the same criteria as the public school supervisor.

Supervising Teacher Compensation Policies

The Georgia Department of Education provides an honorarium as a supplement to each teacher who meets the selection criteria and supervises a student teacher or graduate intern. Various levels of compensation are provided depending upon the supervising teacher's completion of an approved Supervising Teacher Services Program and approved data collection training. Georgia honoraria is not paid to supervising teachers in out-of-state schools, schools on military bases, private schools or schools operated by the state.

A current honoraria payment schedule may be obtained from the coordinator of professional laboratory experiences at any institution of higher education.

Other Services and Financing of Professional Laboratory Experiences

Supervising teachers make the major contribution to the program of laboratory experiences by helping the teacher education student in addition to their regular teaching duties. The supervising teacher is the vital link in service to the teacher education program.

Expenses incurred in the program of laboratory experiences are shared by the local school system and the college. The college should finance a well-prepared staff of supervisors so that the ratio of supervisors to student teachers for a full work load is maximally one to 15.

All professional courses requiring extensive laboratory experiences need additional resources from both schools and colleges. These resources might include reduced workload of supervisors, additional travel costs, equipment and material expenditures and additional meeting space.

The college budget for student teaching should include salaries and travel for the administration and supervision of student teaching and professional laboratory experiences. Funds should be allocated for secretarial services, supplies, equipment, postage and other miscellaneous costs. The college should assume responsibility for staff development programs jointly sponsored with local systems.

providing for courses, workshops and seminars for supervising teachers serving the college in laboratory experience situations.

payment of travel expenses for college supervisors to attend professional meetings, participate in student teaching seminars and serve on teacher education committees.

Local school system services and costs should include

substitute teachers so that the supervising teachers may attend professional meetings.

tuition payment for supervising teachers to take courses in the supervision of student teaching.

staff development programs planned jointly with consultants from cooperating institutions and other agencies.

staff members to work with colleges in the student teaching program and coordination of professional laboratory experiences.

training of supervising teachers as data collectors.

Unit II

Leadership for Laboratory Experiences (roles and responsibilities)

The preparation of the teacher education student in Georgia requires the effort and cooperation of representatives of the Georgia Board of Education, Georgia Department of Education, higher education institutions, administrators and staff of local school systems which provide professional laboratory experiences.

To make the laboratory experiences effective it is necessary that the roles of all persons participating be clearly defined and understood.

Role of the Georgia Board of Education

The Georgia Department of Education operates within the framework of existing state laws regarding education and policies as prescribed by the Georgia Board of Education. The department is the state agency through which state board policies are administered, and it cooperates with teacher education institutions in furnishing supervision to the entire teacher education program. Laboratory experiences are a significant part of teacher education programs and require the leadership of the department of education in coordinating efforts between the public schools and colleges. A major function of the department is to act as a catalyst in the development of new programs in teacher education. This can be accomplished through bringing together staff members of colleges and public schools to examine, plan and implement innovations in the field.

The Georgia Board of Education

prescribes types of teaching certificates and policies governing their issuance.

regulates the invalidation or reinstatement of certificates held by former teachers.

develops criteria for the education of teachers in cooperation with teacher education institutions.

provides leadership in official planning and professional improvement in teacher education and certification.

cooperates with local administrative units and institutions in providing for effective in-service education of teachers.

authorizes studies of teacher supply and demand, teacher preparation and teaching effectiveness.

Role of College Faculty in Professional Laboratory Experiences

The higher education institution is responsible for providing for the preparation of teachers by designing programs and providing qualified faculty to help the teacher education student acquire those competencies deemed necessary for entry into the teaching profession.

The Director of Professional Laboratory Experiences

The director of professional laboratory experiences in the colleges is responsible for

acting as liaison between the college and selected school systems in promoting and administering laboratory experiences.

assuming leadership in developing programs of laboratory experiences in the school systems; coordinating the programs so that they meet and maintain standards set by the state board, LEA and teacher education institution.

interpreting the program to local school officials and providing information concerning the overall program of laboratory experience.

coordinating the program by working with school system staff members in defining the various roles of people involved in laboratory experiences at both the college and the local levels.

placing students in cooperating schools with the help of superintendents or their representatives, principals, supervising teachers and college personnel.

planning and arranging conferences and seminars with teacher education students.

assisting public schools in planning and promoting programs for supervising teachers and other school staff members.

informing public school personnel of the beginning and terminating dates on which student teachers are expected to report to the school centers.

setting up and maintaining records of all aspects of laboratory experiences and assisting in carrying out a systematic evaluation of the program.

coordinating the travel involved in the supervision of laboratory experiences.

initiating for each participating school system the requests to be sent to the Georgia Department of Education for payment of supervising teacher honoraria.

planning with all college supervisors to insure a program of high quality.

providing supervisory preparation programs for college supervisors and department heads.

encouraging research studies in the area of laboratory experiences.

developing and coordinating the Supervising Teacher Services Program.

coordinating the data collection training for college personnel.

The College Supervisor

The college supervisor is responsible for guiding and supervising the student during laboratory experiences. The supervisor's role is to

serve as a resource person to the supervising teacher and laboratory experience student.

furnish the supervising teacher with pertinent information about the student and likewise provide the student with information about the supervising teacher and school center.

implement plans for conferences and seminars with students and supervising teachers.

cooperate with the school administration and supervising teacher in helping the student make the transition from a college student to a well-adjusted teacher.

process feedback from students and supervising teachers concerning the program.

serve as the college liaison with the schools.

assist the supervising teacher in planning and evaluating the student's work.

visit the student teacher and supervising teacher on a prescribed basis; observe the student teacher and conduct conferences with both.

visit the student teacher a minimum of four times, spacing visits throughout the student teacher experience.

teach courses in the Supervising Teacher Services Program and prepare data collectors as assigned.

conduct research and evaluative studies concerning professional laboratory experiences.

become acquainted with educational programs and instructional personnel in the cooperating schools and assist in staff development programs when called upon.

help the coordinator of professional laboratory experiences in identifying qualified supervising teachers in cooperating school centers and assist in the placement of students.

be responsible for final evaluation and professional recommendation concerning the student.

Role of Public School Personnel

Superintendents and boards of education in cooperating school systems should recognize the important role the schools play in providing quality teaching through sound professional laboratory experiences in teacher education.

Superintendent's Office

School systems vary in size and organizational structure. However, the superintendent's office is responsible for

supporting the program through leadership in the development and adoption of policies for laboratory experiences at the local and state levels.

participating in the selection of cooperating schools and giving active support to the teacher education program in the schools.

providing leadership in developing good relationships among the cooperating schools, the teacher education institutions and the communities.

planning for the preparation of supervising teachers.

planning for some released time for supervising teachers to participate in meetings of professional organizations and staff development programs.

verifying data for requests for honoraria.

Principal

The primary responsibility of the principal in a cooperating school is to maintain a program of quality education for pupils. The principal must participate in planning the laboratory experience program in the school in such a way as to ensure that the program does not interfere with, but rather enhances, instruction. The principal should provide leadership in preparing the school and community for initiating the laboratory experience program and ensuring its growth.

show an interest in having teacher education students in the school and in working with supervising teachers and college supervisors.

encourage and recommend qualified teachers to supervise students.

make provisions for students to understand the school philosophy, policies, curriculum and community attitudes.

help provide adequate facilities and materials for effective student teaching.

assist in creating a constructive attitude on the part of the staff and community toward student teachers.

see that the supervising teacher and student have time each day to hold conferences and plan jointly.

encourage and assist in providing for the preparation of supervising teachers.

participate in the evaluation of the laboratory experiences program.

Supervising Teacher

The supervising teacher is the most important individual in the laboratory experience. This person guides the student in moving from theory to practice and from the role of student to that of teacher. The supervising teacher should engage the student in jointly planning and evaluating the learning experiences of pupils. The supervising teacher must have exhibited those competencies that students will be expected to demonstrate. Responsibilities include

guiding the student in assuming increased classroom responsibilities as abilities and skills develop.

preparing pupils to accept and work with the student.

guiding the student in planning, teaching and evaluating.

participating in programs for the preparation of supervising teachers.

keeping abreast of current literature about student teaching and other laboratory experiences.

planning formal and informal conferences.

helping with the evaluation process during and at the end of the laboratory experiences.

guiding the student in carrying out college policies and keeping the college informed of the student's progress.

assisting the student in attaining teaching competencies recognized by the college as being the minimum standards for entering the profession.

making a recommendation with the college supervisor regarding the completion of student teaching.

Unit III

Procedural Steps in Laboratory Experiences

Selection

The selection of appropriate centers for student laboratory experiences is crucial to the effectiveness of the program. Increased and urgent demands for professional laboratory experiences require well-formulated and executed selection procedures. Selection of the cooperating school is the joint responsibility of college and school personnel who administer and supervise the program. It is assumed that the centers will be staffed with qualified teachers. The cooperative function should follow the procedure outlined here.

The college director of laboratory experiences will make the initial request for placement to the appropriate school or agency administrator prior to the arrival of students in the centers. The administrator and the director of laboratory experiences share in the selection of teachers who can provide for the students' individual needs according to their level in the continuum of professional development — pre-student teaching, student teaching or graduate level practicums and internships. Standardized forms, cooperatively developed, should be used to aid in placing students in centers.

The principal should inform the teacher of selection and assignment. The teacher may accept or decline this responsibility. The responsible school system administrator will notify the college in writing of the acceptance of each student or group of students prior to the beginning of the professional laboratory experience.

Placement

The college and center should exchange written guides and handbooks outlining policies, philosophy, channels of communication, procedures, report forms and plans of supervision.

The director of laboratory experiences is responsible for placement of all students in schools or agencies which can best meet the students' needs. All communications must be directed through accepted administrative channels.

In addition to personal contacts between college and school personnel, all requests for placement and information pertaining to the laboratory experiences program should be made in writing. Prior to the period of laboratory experience, the director of laboratory experiences or someone appointed by the director will consult with the student and provide forms and other pertinent data relative to application for laboratory experiences. The director of professional laboratory experiences, in cooperation with school or agency officials and in consultation with the students, should place each student in a specific laboratory assignment. Information concerning the student and related data should be sent to the supervising teacher. Likewise, information concerning the supervising teacher should be provided for the student. Following student teaching placement, a pre-student teaching visit should be scheduled so that the student can meet school or agency officials and other personnel. At this time the student should obtain information concerning school regulations, course outlines and materials.

Evaluation

Evaluation is a cooperative, continuous process necessary to promote the professional growth and development of the student.

Criteria which have been cooperatively formulated and accepted by both the college and the school should be used. These criteria must be made known to the student at the outset of the laboratory experience. Evaluation should include periodic reports from pertinent sources describing the progress of the student in accordance with the purposes of the laboratory experience. Personnel involved in the laboratory experience program should participate in the evaluation process. The opportunity should be provided for the student to share in the evaluation. Periodic feedback should be provided by both the supervising teacher and the college supervisor.

The awarding of final grades and credits for laboratory experiences is the responsibility of the college supervisor. However, the supervising teacher should play a contributing role in the process of evaluation by which final grades are derived.

In student teaching, the student must meet the criteria specified by the college and school. In order to be certified, the student must meet state certification requirements.

Students from Non-Georgia Colleges

Students from institutions outside the state of Georgia, participating in laboratory experiences in Georgia's public schools shall be governed by the Professional Laboratory Policies as described earlier in Unit I.

Appendix A

Definition of Terms

College Supervisor — A college faculty member assigned workload responsibility for supervising a student(s) participating in professional laboratory experiences.

Coordinator or Director of Professional Laboratory Experiences — The person designated by the college with administrative responsibility for organizing and coordinating the college's total program of professional laboratory experiences including student teaching.

Coordinator or Director of Student Teaching — The person designated by the college with administrative responsibility for organizing and coordinating the college's program of student teaching.

Data Collection — The procedures used in the collection, coordination and distribution of data obtained from the assessment of student teachers through the use of instruments approved by the Georgia Department of Education.

Data Collector — A person who has received training approved by the Georgia Department of Education in the use of the Teacher Performance Assessment Instrument (TPAI).

Field-based Professional Laboratory Experiences — All professional laboratory experiences occurring in a school setting designed to assist the student in translating new knowledge and understanding into improved performance.

In-depth Professional Laboratory Experience — All professional laboratory experience of sufficient duration and substance to warrant the equivalent of a full course load for one quarter/semester at the sponsoring institution.

Internship — A graduate level in-depth laboratory experience completed during one quarter/semester or extended over a period of several quarters/semesters.

Practicum — A field based professional laboratory experience designed for less course credit and hours of participation than that required for an in-depth laboratory experience. In Georgia, depending upon the institution, students enroll in practicums both at the undergraduate and graduate levels.

Pre-student Teacher — A teacher education student participating in a laboratory experience prior to the student teaching experience.

Professional Laboratory Experiences — All those planned components of teacher education programs which provide the teacher education student with simulation opportunities for contacts with pupils through observation, directed participation and supervised teaching.

Pupil — Refers to a kindergarten through 12th grade classroom student.

Staff Development — A component of a program of systematic activities promoted by a school system, and designed to increase the competencies needed by school personnel in the performance of their assigned duties.

Student — Refers to a teacher education student participating in professional laboratory experiences.

Student Teaching — The in-depth professional laboratory experience required in all Georgia undergraduate (and delayed decision graduate) teacher education programs approved by the Georgia Department of Education.

Supervising Teacher Services — A program designed to develop and improve competencies of teachers pursuant to the supervision of teacher education students engaged in professional laboratory experiences. Completion of the program makes one eligible for supplementary certification; Supervising Teacher Services.

Supervising Teacher — A teacher who voluntarily accepts the responsibility of providing on-site supervision of a teacher education student engaged in a professional laboratory experience.

Appendix B

Agreement Between State Agencies (Example)

This Agreement is made and entered into this **first day of July 1981**, by and between the **Wilson County Board of Education** and the Board of Regents of the University System of Georgia, on behalf of **Johnson State College**. All obligations of the Board of Regents of the University System of Georgia under this Agreement will be performed by **Johnson State College**.

WITNESSETH, the purpose of this Agreement is to establish conditions for Johnson State College students to participate in professional laboratory experiences in the Wilson County School District.

NOW, THEREFORE, in consideration of the following mutual promises, covenants, and conditions, it is agreed as follows.

Section I

The Johnson State College shall do or cause to be done the following.

A college student presenting oneself at any school maintained by the School District for any of the activities identified in Section II will do so only upon written request of the College Coordinator of Professional Laboratory Experiences, wherein will be specified the type of work in which the student is to engage, the extent of the assignment in time, and the individual or individuals of the school staff under whose guidance the work is to be done. All types of requests for student experience other than the September Practicum will have been confirmed by the proper school administrators before the student arrives.

Section II

The Wilson County Board of Education shall do or cause to be done the following.

a. **Observation**

Individual college students in the teacher education program will be permitted to observe regular classroom work and other activities of the school staff. Necessary adjustments in the time and place of observations in the schools will be made by the respective administrators to meet specific conditions in the school.

Group observations will be permitted only upon specific prior arrangement between the Coordinator of Professional Laboratory Experiences and the school administrator concerned.

b. **Participation and Exploratory Teaching**

Pre-student teaching laboratory students in the teacher education program may be assigned to specific teachers and specific school situations for professional laboratory experiences and teaching activity upon the prior approval of the appropriate school authorities. The student's desire to be useful in the school is compensation for the opportunity to participate in professional laboratory experiences. Students will assist administrators, teachers, and pupils in various activities, but will assume only those responsibilities which the school staff members delegate to them. At all times their activities will be under the direction of the designated teacher or administrator of the school.

The number of students requesting September Practicum will be controlled under a quota system by the college.

c. **Special Field Studies and Research Projects**

College students in the teacher education program will be permitted to carry on special field studies and research projects and to provide special services for groups and individual pupils when prior approval has been granted by the administrators of the District to a responsible staff member of the College on behalf of one or more students.

d. **Responsible Student Teaching**

Students will be received for student teaching assignments when such placements have been approved by the principals and teachers to whom the students are to be assigned. Student teachers will be supervised jointly by the cooperating teachers, principals, and properly designated college supervisors. After a reasonable period of orientation the cooperating teacher will delegate increasing responsibilities to the student as the capacity to carry such responsibility is demonstrated; however, the work of the student teacher shall always be carried on under the immediate supervision of the regular teacher.

Section III

The **Wilson County Board of Education** and the **Johnson State College** will be mutually responsible for the following.

- a. The supervision of college student activities of whatever type will be administered cooperatively by selected members of the school staff and the college. It is expressly understood that no student will be assigned for any experience other than a September Practicum without provision for guidance of his or her activities by a member of the college. Working relationships between the College staff members and staff members of the District will be developed jointly, but final authority for activities in the schools rests with the administration of the District.
- b. The number of students to be assigned by the College to the schools in the District will be kept within reasonable limits based upon professional criteria, the most important of which is the welfare of the school pupils. In practice the exact number of students to be received at any time will be determined by consultation between the Coordinator of Professional Laboratory Experiences and the administrative authorities of the District.

Section IV

1. The Term of this Agreement shall be for a period of one year, commencing **January 1, 1981**, and terminating on **December 31, 1981**, provided however, that either party may sooner terminate this agreement upon 90 days notice in writing to the other.
2. This Agreement may be modified at any time by mutual consent of the governing boards of the parties hereto. Any modification hereto shall be in writing and signed by both parties.
3. This Agreement may be renewed annually. If the Agreement is renewed without modification, such renewal may be evidenced by a letter of agreement signed by the first party and by the officials authorized to execute the original agreement on behalf of the second party.

In WITNESS WHEREOF, this Agreement is entered into on the date first above written.

Board of Regents of the University
System of Georgia.

Date

Superintendent of Education

Title

Date

Appendix C
Institutions of Higher Education Preparing Teachers

Agnes Scott College, Decatur
Albany State College, Albany
Armstrong State College, Savannah
Atlanta University, Atlanta
Augusta College, Augusta
Berry College, Mount Berry
Brenau College, Gainesville
Clark College, Atlanta
Covenant College, Lookout Mountain
Columbus College, Columbus
Emory University, Atlanta
Fort Valley State College, Fort Valley
Georgia College, Milledgeville
Georgia Southern College, Statesboro
Georgia Southwestern College, Americus
Georgia State University, Atlanta
Kennesaw College, Kennesaw
LaGrange College, LaGrange
Mercer University, Atlanta
Mercer University, Macon
Morehouse College, Atlanta
Morris Brown College, Atlanta
North Georgia College, Dahlonega
Oglethorpe University, Atlanta
Paine College, Augusta
Piedmont College, Demorest
Shorter College, Rome
Spelman College, Atlanta
Tift College, Forsyth
University of Georgia, Athens
Valdosta State College, Valdosta
Wesleyan College, Macon
West Georgia College, Carrollton